



FAIRVIEW INDEPENDENT SCHOOLS

CERTIFIED EMPLOYEES

EVALUATION DOCUMENT

Revised: Revised April 27, 2009
Evaluation Committee Approval: April 15, 2009
FSID Board of Education Approval: April 27, 2009
Kentucky Dept. of Education Approval:

**Evaluation Committee Meeting
For Review
Fairview Independent Evaluations Document
April 20, 2009**

The Evaluation Committee Annual Review – April 20, 2009

Purpose:

To Review the updated Certified Evaluation Plan

Revisions:

Updated using the revised Kentucky Teacher Standards

None

Members of the Evaluation Committee Present:

Linda Allen

Linda Allen

Greg Sallie

Greg Sallie

Tonia Lucas

Beth Thompson

Beth Thompson

Garry McPeck

Garry McPeck

Ruth Crowe

Ruth Crowe

Stacey Clayton

Stacey Clayton

Appeals Panel:

Brant Creech – Board Appointee

Amanda Carroll - Fairview High School Appointee

Barb Carper – Fairview Elementary School Appointee

Professional Growth and
Evaluation Plan for Certified Personnel
Fairview Independent Schools
Table of Contents

Evaluation Plan Assurances-----	1
Fairview Independent Schools District Mission Statement-----	2
Introduction-----	3
Evaluation Plan Development Committee / Appeals Panel Members-----	4
Professional Code of Ethics-----	5-6
Purpose of Evaluation-----	7
Evaluation Guidelines-----	8-9
Evaluation Process	
Definition of Evaluators-----	10
Certified Personnel Evaluation KRS. 156.557-----	11
Evaluation Continuing Certificate Regulation 704 KAR 3:345-----	12
Administrators	
Evaluation Timeline – Administrators-----	13
Chart Administrators Internship/Professional Growth and Evaluation Processes (Intern/Non-Tenured/Tenured)-----	14
Evaluation Standards/Performance Criteria for Administrators-----	15-19
Administrators Self-Assessment-----	20-25
Data Collection Summary (Formative Phase) – Administrators-----	26-32
Summative Conferencing Form – Administrators-----	33-37
Summative Evaluation Form for Administrators-----	38
Certified Teachers	
Chart Teachers Internship/Professional Growth and Evaluation Process-----	39
Evaluation Timeline – Teachers-----	40-42
Evaluation Standards/Performance Criteria for Teachers-----	43-45
Observation Visit information (Formative Data Collection)-----	46
Pre-Observation Form-----	47
Data Collection Summary (Formative Phase) – Teachers-----	48-57
Summative Conferencing Form – Teachers-----	58-63
Summative Evaluation Form – Teachers-----	64
Library Media Specialists	
Library Media Specialist Standards and Demonstrators-----	65
Pre-Observation Form – Library Media Specialist-----	66-68
Data Collection Summary (Formative Phase) – Library Media Specialist-----	69-72
Summative Evaluation Form – Library Media Specialist-----	73
School Library Media Specialist Performance Assessment Instrument-----	74

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The **Fairview Independent School District** hereby assures the Commissioner of Education that: This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on **April 27, 2009**.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

INTRODUCTION

The need to provide a quality educational program for the children and youth of the Fairview School District is of paramount importance to all who have a part in the endeavor. The Board of Education members, administrators, teachers, and all others engaged in the education program are obligated to hold themselves accountable for their performance. Evaluation of performance, then, becomes imperative for the purpose of improving and maintaining the quality of educational programs in the Fairview Independent School District. In developing this evaluation plan, the focus has been on making it a definite means of improvement by defining major strengths and weaknesses, as well as, assessing the performance of the educator.

The comprehensive plan, which follows, will begin implementation with the **2009-2010 school year**. Each educator, not just the planning committee, is urged to become knowledgeable of the evaluation process and to submit suggestions for improvement of the plan. All evaluators are required to be trained, tested, and certified annually.

PROFESSIONAL CODE OF ETHICS
FOR
KENTUCKY SCHOOL CERTIFIED PERSONNEL

704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners to society, we offer this Code of Ethics, which reflects and promotes the aspirations of our profession.

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section

Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to student, to parents, and to the education profession.

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the education.
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

PURPOSE OF EVALUATION

The prime purpose of evaluation is to increase the competency of the individual and, thereby, provide a higher standard of service for the students of the school district. There are many purposes, however, that can be achieved through the use of a sound, well-implemented evaluation plan.

Some of the goals of this evaluation plan include;

1. To improve the quality of the total educational program.
2. To create awareness among those involved in the evaluation process that improvement of the educational program has a high priority.
3. To integrate the evaluation program with the on-going teaching/learning/administrative process.
4. To increase the validity and reliability of decisions to grant continuing contracts.
5. To provide appropriate assistance for those whose performance may fall below the satisfactory level.
6. To clarify duties, responsibilities and expectations of those being evaluated.
7. To promote better communications.
8. To identify areas in need of improvement and to suggest concrete ways to realize needed improvements.
9. To provide assurance to citizens that schools are always trying to improve.
10. To provide encouragement and incentives for certified employees to improve.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

KAR 704 3:345 (4) (2)(b)

Failure to comply with the requirements of this administrative regulation shall result in referral of the matter to the Education Professional Standards Board for consideration of revocation of the superintendent's certificate.

INTERNS: Intern teachers will be evaluated according to the Kentucky Teacher Intern Program. The TC-12 Form will be a part of their official record, as well as transferring information to a summative form to be placed in their official record, along with an Individual Professional Growth Plan.

NON-TENURED; Non-tenured teachers will be formally **observed at least three (3) times per year.** The summative instrument will summarize all observations and be filed in the central office by **March 15th** of the current school year, along with the Individual Professional Growth Plan. **KAR 704 3:345 (4) (2) (f)**

TENURED; Tenured teachers will be **formally observed at least once every three years,** using the Evaluation Standards and Performance Criteria for Teachers. Multiple observations will be conducted for those observation, which are unsatisfactory KAR 704 3:345 (4) (2) (g). The annual review of the growth plan will become part of their summative instrument. The summative instrument will summarize all observations and growth plans and be filed in the central office **by March 15th of the current school year.**

ADMINISTRATORS: Principals, assistant principals, counselors and all other administrators, excluding the Superintendent, will be evaluated annually using the Interstate School Leaders Licensure Consortium (**ISLLC Evaluation Standards for Education Administrators**) Standards for School Leaders, as adopted by the Education Professional Standards Board. The summative instrument and growth plan will be filed in the central office annually.

A Certified employee, both tenured and non-tenured, may be placed on a **Corrective Action Plan** to assist the employee when "does-not-meet rating appears on the Formative or Summative Evaluation or when the evaluator identifies specific area(s) that need immediate attention by the evaluate to be considered for re-employment if deemed necessary by the evaluator **KRS 156.557 (3)(e)5.** (See Individual Corrective Action Plan). If progress is not being made in meeting the Corrective Action Plan, an Intensive Assistance Team may be used to aid the employee. Continued employment will be contingent upon successful completion of the Intensive Assistance Plan. **The employee must meet each standard to continue employment.**

KRS156.557 Section 3 I (5) mandates: "The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment.

REASONS FOR TERMINATION KRS 161.790

1. Insubordination
2. Immoral Character or Conduct
3. Physical or Mental Disability
4. Inefficiency, Incompetence, or Neglect of Duty when a written statement identifying the problems or difficulties has been furnished to the teacher or teacher involved.

Certified Personnel Evaluation

Last Updated on Saturday, September 20, 2008 at 10:01 PM

KRS. 156.557 requires all school district administrators having the responsibility of evaluating certified personnel to be trained, tested, and approved in the proper techniques for effectively evaluating certified school employees. 704 KAR 3:345, the Kentucky Board of Education regulation that establishes evaluation guidelines, requires that the training and testing be provided by the Department of Education.

To meet this requirement in a most efficient and effective manner, the Department of Education has entered into a partnership agreement with the Kentucky Association of School Administrators (KASA), charging them with the authority to conduct this training for those in need of it. The training provided by KASA will utilize the same content and similar instructional practices as that which has been conducted by the Department of Education in the past. KASA will charge a fee to participants to cover the cost of materials, trainers, facilities, and refreshments.

Evaluation Timeline-Administrators

The Board of Education is evaluated by the public when elections are held.

The performance of all administrators will be evaluated annually. The Fairview Board of Education will evaluate the Superintendent. The Board of Education will meet with the Superintendent and discuss his strengths and areas for improvement, based on the consensus of the Board members. The Evaluation Plan will also be review annually with the Board of Education. In accordance with KRS 156.11 education for the Superintendent shall include: **(a) participation in 21 hours of KDE approved training over 12 months** (replacing the 42 hrs every 24 months) or completion of an annual individual growth training plan of at least twenty-one (21) hours **KAR 704 3:345 (4)(2)(d).**

Completion of continuing education of the superintendent shall be reported to the Kentucky Department of Education. The Kentucky Department of Education shall annually notify the local board of education chairperson of the status of the school district's superintendent's continuing education.

As the primary evaluator for administrators, the Superintendent will give each administrator an evaluation form for self-assessment. The same form will be used by the Superintendent. The administrator will evaluate him/herself. When these evaluation sheets are returned to the Superintendent, he will conference with each person individually and review areas where he differs with the self-evaluation. In conjunction with the conference, each administrator will develop and Individual Professional Growth Plan, which is aligned with the District/School goals as defined in the School/District Improvement Plans. The growth plan is to be reviewed annually. (KAR 704 3:345 (4)(2)C. If unsatisfactory progress is made toward the growth plan, additional evaluation conferences will be needed to bring about improvement in leadership skills.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators	
1. <u>Vision</u>	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. <u>School Culture and Learning</u>	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. <u>Management</u>	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. <u>Collaboration</u>	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. <u>Integrity, Fairness, Ethics</u>	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. <u>Political, Economic, Legal</u>	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

Performances – The administrator facilitates processes and engages in activities ensuring that

- 3.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studied, and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human, and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem-framing and problem-solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group-process and consensus-building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 4.1 high visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 information about family and community concerns, expectations, and needs is used regularly
- 4.4 there is outreach to different business, religious, political, and service agencies and organizations
- 4.5 credence is given to individuals and groups whose values and opinions may conflict

Standard 6: Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 6.1** the environment in which schools operate is influenced on behalf of students and their families
- 6.2** communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3** there is ongoing dialogue with representatives of diverse community groups
- 6.4** the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5** public policy is shaped to provide quality education for students
- 6.6** lines of communication are developed with decision makers outside the school community

2: School Culture and Learning - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>		Meets	Growth Needed	Does Not Meet	Discussed
2.1	all individuals are treated with fairness, dignity, and respect				
2.2	Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3	Students and staff feel valued and important				
2.4	the responsibilities and contributions of each individual are acknowledged				
2.5	barriers to student learning are identified, clarified and addressed				
2.6	diversity is considered in developing learning experiences				
2.7	life long learning is encouraged and modeled				
2.8	there is a culture of high expectations for self, student, and staff performance				
2.9	technologies are used in teaching and learning				
2.10	student and staff accomplishments are recognized and celebrated				
2.11	multiple opportunities to learn are available to all students				
2.12	the school is organized and aligned for success				
2.13	curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
2.14	curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
2.15	the school culture and climate are assessed on a regular basis				
2.16	a variety of sources in information is used to make decisions				
2.17	student learning is assessed using a variety of techniques				
2.18	multiple sources of information regarding performance are used by staff and students				
2.19	a variety of supervisory and evaluation models is employed				
2.20	pupil personnel programs are developed to meet the needs of students and their families				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				
4.9 community youth family services are integrated with school programs				
4.10 community stakeholders are treated equitably				
4.11 diversity is recognized and valued				
4.12 effective media relations are developed and maintained				
4.13 a comprehensive program of community relations is established				
4.14 public resources and funds are used appropriately and wisely				
4.15 community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided				

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				

1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals	1.16 Adheres to the state professional Code of Ethics and other established EPSB standards
1.12 Barriers to achieving the vision are identified, clarified, and addressed.	1.17 Adheres to school board policies and administrative procedures.
1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals.	1.18 Demonstrates punctuality and good attendance for all duties.
1.14 Existing resources are used in support of the school vision and goals	Standard 1: (Considerations for Professional growth Plan
1.15 1.15 The vision, mission, and implementation plans are regularly monitored, evaluated and revised.	

Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performances: The Administrator facilitates processes and engages in activities ensuring that

2.1 All individuals are treated with fairness, dignity, and respect.	2.6 Diversity is considered in developing learning experiences
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals.	2.7 Life long learning is encouraged and modeled
2.3 Students and staff feel valued and important	2.8 There is a culture of high expectations for self, student and staff performance.
2.4 The responsibilities and contribution of each individual are acknowledged	2.9 Technologies are used in teaching and learning
2.5 Barriers to student learning are identified, clarified and addressed.	2.10 Student and Staff accomplishments are recognized and celebrated.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performances: The administrator facilitates processes and engages in activities ensuring that:

3.1 Knowledge of learning, teaching, and student development is used to inform management decisions.	3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
3.3 Emerging trends are recognized, studies and applied as appropriate	3.12 organizational systems are regularly monitored and modified as needed
3.4 Operational plan and procedures to achieve the vision and goals of the school are in place	3.13 stakeholders are involved in decisions affecting schools
3.5 Collective bargaining and other contractual agreements related to the school are effectively managed	3.14 responsibility is shared to maximize ownership and accountability
3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively	3.15 effective problem-framing and problem-solving skills are used
3.7 Time is managed to maximize attainment of organizational goals	3.16 effective conflict resolution skills are used
3.8 Potential problems and opportunities are identified	3.17 effective group-process and consensus-building skills are used
3.9 Problems are confronted and resolved in a timely manner	3.18 effective communication skills are used
3.10 Financial, human, and material resources are aligned to the goals of schools	3.19 there is effective use of technology to manage school operations
3.11 The school acts entrepreneurially to support continuous improvement	3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively

Standard 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Performances: The administrator facilitates processes and engages in activities ensuring that:

5.1 Examines personal and professional values	5.5 Accepts responsibility for school operations
5.2 Demonstrates a personal and professional code of ethics	5.6 Considers the impact of one's administrative practices on others
5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance	5.7 Uses the influence of the office to enhance the educational program rather than for personal gain
5.4 Serves as a role model	5.8 Treats people fairly, equitably, and with dignity and respect

5.9 Protects the rights and confidentiality of students and staff	5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community	5.14 Opens the school to public scrutiny
5.11 Recognized and respects the legitimate authority of others	5.15 Fulfills legal and contractual obligations
5.12 Examines and considers the prevailing values of the diverse school community	5.16 Applies laws and procedures fairly, wisely, and considerately

STANDARD 5: (Considerations for professional growth plan)

SUMMATIVE CONFERENCING FORM

Education Administrators

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
1.16 Adheres to the state professional Code of Ethics and other EPSB standards				

3: Management - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurially to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
Overall rating for Summative Evaluation Form				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				

SUMMATIVE CONFERENCING FORM

Education Administrators

6: Political, Economic, Legal - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.5 public policy is shaped to provide equality education for students				
6.6 lines of communication are developed with decision makers outside the school community				
Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER		NEW and EXPERIENCED TEACHERS	
Non-tenured		Non-Tenured	Tenured
Less than one (1) year		One (1) through four (4) years	More than (4) years
All certified employees shall be made aware no later than the end of the first month of reporting for employment for each school year of the criteria on which they are to be evaluated			
FORMATIVE PHASE (DATA COLLECTION)			
Initial Conference and Pre-conference(s) (Prior to each observation) <ul style="list-style-type: none"> • who observes • when observations are to occur • where • unit of study/lesson plan • other exchange of information 	Pre-conference(s) to each observation) (Prior to each observation) <ul style="list-style-type: none"> • who observes • when observations are to occur • where • unit of study/lesson plan • other exchange of information 	Pre-conference(s) to each observation) (Prior to each observation) <ul style="list-style-type: none"> • who observes • when observations are to occur • where • unit of study/lesson plan • other exchange of information 	
Formative Observation <ul style="list-style-type: none"> • minimum of three (3) per year when results are satisfactory • prior to each formative conference • use KTIP Form <p>*More observations may occur when results are unsatisfactory</p>	Formative Observations <ul style="list-style-type: none"> • Minimum of two (2) per year when results are satisfactory • Prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	Formative Observation <ul style="list-style-type: none"> • Minimum of one (1) every (3) three-year period when results are satisfactory • Prior to each formative conference <p>*More observations shall occur when results are unsatisfactory</p>	
Formative Conferences (post) <ul style="list-style-type: none"> • minimum of (3) per year • intern/intern committee • conference with intern follows observation\ • open discussion of observation and feedback to teacher regarding performances/products • Discuss/establish/revise individual Professional growth plan/activities • Written reports <p>*More conferences may occur when observation results are unsatisfactory</p>	Formative Conferences (post) <ul style="list-style-type: none"> • minimum of (2) per year • evaluator/evaluate • within (1) work-week following each observation • open discussion of observation and feedback to teacher regarding performances/products • discuss/establish/revise individual professional growth plan/activities <p>More conferences may occur when observation results are unsatisfactory</p>	Formative Conferences (post) <ul style="list-style-type: none"> • minimum of (1) every (3) year period when results are satisfactory • with on(1) work-week following each observation • open discussion of observation and feedback to teacher regarding performances/products • discuss/establish/revise individual professional growth plan/activities <p>*Multiple conferences shall occur when observation results are unsatisfactory.</p>	
SUMMATIVE PHASE (decision- making)			
Summative Conference (post) <ul style="list-style-type: none"> • discussion between intern and intern committee. • one time • includes all data collected • held at the end of the cycle • completed (written)report provided to the intern • establish/revise individual professional growth plan 	Summative Conference (post) <ul style="list-style-type: none"> • discussion between person evaluated and evaluator • once each year • includes all evaluation data collected • held at the end of the evaluation cycle • completed (written) evaluation report provided to person evaluated • establish/revise individual professional growth plan. 	Summative Conference (post) <ul style="list-style-type: none"> • discussion between person evaluated and evaluator • once every (3) year period • includes all evaluation data collected • held at the end of the evaluation cycle • completed (written) evaluation report provided to person evaluated • establish/revise individual professional growth plan. 	
Summative Evaluation <ul style="list-style-type: none"> • one time • summary/conclusions from all formal and informal evaluation data • written report and decision 	Summative Evaluation <ul style="list-style-type: none"> • once a year • summary/conclusions from all evaluation data (formative and summative) • written evaluation report 	Summative Evaluation <ul style="list-style-type: none"> • minimum of one (1) every (3) three-year period • summary/conclusions from all evaluation data (formative and summative) • written evaluation report 	
District teacher personnel files shall contain: <ol style="list-style-type: none"> 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually) 3. Inter records maintained according to KTIP 704 20:690 			
<p>*Local district may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.</p>			
<p>Procedures used for interns are stipulated by 704 KAR 20:690 (Kentucky Teacher Internship Program) are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.101/</p>			

August through December – First Observation

Within the first three months of school, the evaluators will notify the teacher to be evaluated and will schedule a class period for an observation. The teacher being evaluated will complete a pre-observation form. This is to be given to the evaluator before the day of evaluation. A permanent record of the observation will be made.

Within one week (five working days) of the observation, a post-observation conference will be held **(KAR 704 3:345 (4)(2)(e))** A copy of the formative evaluation and all evaluation data will be given to the teacher and

recommendations for improvement will be made. The evaluator will encourage the teacher toward self-assessment by initiating the development of an Individual Professional Growth Plan. The evaluator and employee will work closely together to make improvements in areas where changes are needed. This growth plan must be aligned with the goals of the District/School Comprehensive Plans and should be reviewed annually. **(KAR 704 3:345 (4)(2)C)**

If the teacher is not meeting standards, more observations, both formal and informal, will be conducted. A corrective action plan will also be developed with the evaluator and/or assistance team to target specific concerns with frequent monitoring and specific assistance provided to improve performance **(KAR 156.557 (3) c (5))**. When the concern has been corrected, the employee will move back into the Individual Profession Growth Plan Cycle.

January through February – Second Observation

Following the same procedure as the first observation, the Principal should complete a second observation with a **copy of the evaluation proved to the evaluate.** **(KAR 704 3:345 (4)(2)(m))**. the observation record will be signed by both the evaluator and teacher and a copy will be kept on file. If the evaluation is unsatisfactory, more observations will be needed. These observations may be made by evaluators at any time. As with the first observations, a **post-observation conference** will beheld within **one week (five working days)** of the observation, including all evaluation data **(KAR 740 3:345 (4)(2)(e))**.

March 15 –Final Recommendations

By March 15, all evaluation reports and recommendations should be made to the Superintendent. The Superintendent will make the final disposition and will make his/her **recommendations to the Board of Education.**

May Review of Growth Plans:

The goals and objective set by each teacher in their individual growth plan completed the previous year will be reviewed with the Principal and any adjustments/revisions will be made at this time **(KAR 704 3:345 (4)(2) c)**. **(Due to receiving test scores earlier in the beginning of the school year and data analysis completed, it is recommended that teachers completed/update their growth plans to reflect items from the analysis at the beginning of the school year to include professional development activities and/or strategies needed to improve instruction in identified areas).**

**Evaluation standards and performance criteria
For teachers**

The following performance evaluation standards and performance criteria are based on the Experiences Standards adopted June 1994 and revised February 2008 by the Education Professional Standards Board.

Review the following standard titles and description of each:

Evaluation Standards for Teachers

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher design/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments

5.2 Uses formative assessments

5.3 Uses summative assessments

5.4 Describes, analyzes, and evaluates student performance data.

5.5 Communicates learning results to students and parents

5.6 Allows opportunity for student self-assessment.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community, and conduct research.

6.1 Uses available technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning.

6.3 Integrates student use of available technology instruction.

6.4 Uses available technology to assess and communicate student learning.

6.5 Demonstrates ethical and legal use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

7.2 Uses data to reflect on and evaluate instructional practice.

7.3 Uses data to reflect on and identify areas for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students who learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

8.3 Implements planned activities that enhance student learning and engage all parties.

8.4 Analyzes data to evaluate the outcome of collaborative efforts.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

9.3 Design a professional growth plan that addresses identified priorities.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

10.2 Develops a plan for engaging in leadership activities.

10.3 Implements a plan for engaging in leadership activities.

10.4 Analyses data to evaluate the results of planned and executed leadership efforts.

10.5 Demonstrates punctuality and good attendance for all duties.

10.6 Adheres to school board policies and administrative procedures

10.7 Adheres to the state professional Code of Ethics Adheres to the state professional Code of Ethics and attainment of other est. EPSB standards

PRE-OBSERVATION FORM

[To be completed by the teacher (observee) and observer prior to the classroom observation visit.]

Teacher (Observee) _____ Position _____ Grade Level(s)

Site(s) Assignment (school/District) _____ No. of Students _____ No. Students w/IEP's

Observer _____ Position _____ Date/Time

.....
Academic Expectations Targeted #_____ #_____ #_____ #_____

Core Content #'s #_____ #_____ #_____ #_____

Major Lesson (Core Content or Unit of Study)

Assessment(s) Planned for Lesson or Culminating Performance

Special/Unique situations or circumstances of which observer should be aware

Other comments/concerns

Professional Growth (Area of Concentration)

Observee's Signature

Date

Observer's Signature

Date

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Initial-Level Performance	Advanced-Level Performance
2.1 Develops significant objectives aligned with standards	
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities.
2.2 Uses contextual data to design instruction relevant to students	
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives	
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
2.4 Plans instructional strategies and activities that address learning objectives for all students	
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning	
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

Initial-Level Performance	Advanced-Level Performance
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.	
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.
4.2 Implements instruction based on diverse student needs and assessment data.	
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.
4.3 Uses time effectively.	
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.
4.4 Uses space and materials effectively.	
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.
4.5 Implements and manages instruction in ways that facilitate high order thinking.	
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity.

Initial-Level Performance	Advanced-Level Performance
6.1 Uses available technology to design and plan instruction	
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.
6.2 Uses available technology to implement instruction that facilitates student learning	
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.
6.3 Integrates student use of available technology into instruction	
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.
6.4 Uses available technology to assess and communicate student learning	
Use technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.
6.5 Demonstrates ethical and legal use of technology	
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Initial-Level Performance	Advanced-Level Performance
<p>8.1 Identifies students who learning could be enhanced by collaboration</p> <p>Identifies one or more students who learning could be enhanced by collaboration and provides an appropriate rationale..</p>	<p>8.1 Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.</p>
<p>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.</p> <p>Designs a plan to enhance student learning that includes all parties in the collaborative effort.</p>	<p>8.2 Designs a plan that involves parents, colleagues, and other sin a collaborative effort to enhance student learning.</p>
<p>8.3 Implements planned activities that enhance student learning and engage all parties.</p> <p>Implements planned activities that enhance student learning and engage all parties.</p>	<p>8.3 Explains how the collaboration to enhance student learning has been implemented.</p>
<p>8.4 Analyzes data to evaluate the outcomes of collaborative efforts.</p> <p>Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.</p>	<p>8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.</p>

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Initial-Level Performance	Advanced-Level Performance
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school	
Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.
10.2 Develops a plan for engaging in leadership activities	
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions and plan for assessing progress and impact.
10.3 Implements a plan for engaging in leadership activities	
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.
10.4 Analyses data to evaluate the results of planned and executed leadership efforts	
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze and evaluate the impact on student learning.
10.5 Demonstrates punctuality and good attendance for all duties	10.6 Adheres to school board policies and administrative procedures.
10.7 Adheres to the state professional Code of Ethics and other EPSB standards	

STANDARDS/Performance/Criteria	Performance/Product/Portfolio Ratings *(More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
2: THE TEACHER DESIGNS AND PLANS INSTRUCTION				
2.1 Develops significant objectives aligned with standards.				
2.2 Uses contextual data to design instruction relevant to students.				
2.3 Plans assessments to guide instruction and measure learning objectives.				
2.4 Plans instructional strategies and activities that address learning objectives for all students.				
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.				
Overall Rating for Summative Evaluation Form				

NOTES:

STANDARDS/Performance/Criteria	Performance/Product/Portfolio Ratings *(More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE				
3.1 Communicates high expectations.				
3.2 Establishes a positive learning environment				
3.3 Values and supports student diversity and addresses individual needs				
3.4 Fosters mutual respect between teacher and students and among students.				
3.5 Provides a safe environment for learning.				
Overall Rating for Summative Evaluation Form				

Notes:

STANDARDS/Performance/Criteria	Performance/Product/Portfolio Ratings *(More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY				
6.1 Uses technology to design and plan instruction.				
6.2 Uses available technology to implement instruction that facilitates student learning.				
6.3 Integrates student use of available technology into instruction.				
6.4 Uses available technology to assess and communicate student learning.				
6.5 Demonstrates ethical and legal use of technology.				
Overall rating for Summative Evaluation Form				

NOTES:

STANDARDS/Performance/Criteria	Performance/Product/Portfolio Ratings *(More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING				
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and identify areas for professional growth.				
Overall rating for Summative Evaluation Form				

STANDARDS/Performance/Criteria	Performance/Product/Portfolio Ratings *(More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
10. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION				
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2 Develops a plan for engaging in leadership activities.				
10.3 Implements a plan for engaging in leadership activities.				
10.4 Analyses data to evaluate the results of planned and executed leadership efforts				
10.5 Demonstrates punctuality and good attendance for all duties				
10.6 Adheres to school board policies and administrative procedures				
10.7 Adheres to the state professional Code of Ethics and attainment of other est. EPSB standards				
Overall rating for Summative Evaluation Form				

***More than one Performance/Product/Portfolio Ratings can be checked

PRE-OBSERVATION FORM LIBRARY MEDIA SPECIALIST

[To be completed by the Media Specialist (observee) and the observer before the observation visit.]

Media Specialist (Observee)

Position/School Site

Observer

Position/School Site

Fairview Independent Schools

Date

Time

.....
Major Lesson (Core Content or Unite of Study) _____

Assessment of Lesson or Culminating Performance _____

Special/unique situations or circumstances of which observer should be aware:

Other comments/concerns:

Professional Growth (Area of Concentration)

_____ Observee's Signature	_____ Date	_____ Observer's Signature	_____ Date
-------------------------------	---------------	-------------------------------	---------------

STANDARD 2: Library Media Specialist Demonstrates Proficiency as Teacher

Demonstrators:	
2.1	Provides orientation for new faculty and students.
2.2	Informally evaluates individual and group needs and provides appropriate learning experiences.
2.3	Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
2.4	Provides for independent and cooperative group learning
2.5	Teaches information literacy as an integral part of the curriculum using a process model such as the Big6(tm)
2.6	Guides students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
2.7	Help students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments
2.8	Promotes appreciation of various form of literature emphasizing the highest quality.
2.9	Encourages student to develop lifelong reading, listening, reviewing and critical thinking skills and to become skilled in all modes of communication.
2.10	Incorporates the use of technology in accessing information.
2.11	Assists students in the use of multi-media for completed projects.
2.12	Provides training to staff in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.
2.13	Adheres to the state professional Code of Ethics attainment of other est. EPSB standards
2.14	Adheres to school board policies and administrative procedures
2.15	Demonstrates punctuality and good attendance for all duties
2.16	Promotes and incorporates instructional strategies or management techniques that are fair and respect diversity and individual differences.

STANDARD 3: Library Media Specialist Demonstrates Proficiency as Instructional Partner

3.1	Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
3.2	Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.
3.3	Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum
3.5	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
3.6	Assists faculty in the selection of materials to supplement instruction.
3.7	Establishes positive rapport with the staff and students.
3.8	Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.
3.9	Plan and implements a Library Media Program of library information in collaboration with classroom teachers toward the achievement of the goals in KERA and the academic expectations.
3.10	Demonstrates effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices.

**Data Collection Summary and Summative Evaluation Conferencing Form
for
Library Media Specialists**

INSTRUCTIONS: For each demonstrator, check the appropriate letter column that best describes the employee's performance for that item. Space is provided at the end of each standard for supporting evidence and comments.

STANDARD ONE: Demonstrates Proficiency as Administrator of the Library Media Program

Outstanding: Excellent planning is evident. Carries out administrative duties efficiently. Utilizes evaluation for improving all Library Media Program services. Outstanding communication is evident. Can serve as a trainer to other LMS's	Needs Improvement: Evidence of some planning but more is needed. Performs some administrative duties. Evaluates some services and/or programs. Demonstrates some communication skills. More training is needed.
Satisfactory: Planning leads to smooth running of Library Media Program. Carries out administrative duties effectively. Conducts evaluations of all Library Media services. Communicates effectively. Continues present PD strategies.	Unsatisfactory: Little or no planning evident. Little or no administrative duties performed. Evaluation of programs has not taken place. Little or no communication skills. Extensive training and practice is needed.

Demonstrators:		O	S	N	U
1.1	Plans long-range goals of the Library Media Program with faculty, administration and students.				
1.2	Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objective of the Library Media Program.				
1.3	Administers the budget according to the goals and objective of the program.				
1.4	Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.				
1.5	Develops Library Media Program policies, e.g. materials selection, collection development circulation. Challenged materials, copyright, and technology.				
1.6	Administers a Library Media Program that utilizes flexible access.				
1.7	Develops plans for maintaining a technologically current facility and program.				
1.8	Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, Sears, or Library of Congress subject heading, MARC format.				
1.9	Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
1.10	Evaluates programs, services, facilities, and materials informally and formally on a continuous basis-identifying strengths and weaknesses.				
1.11	Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for optimal use by students and faculty.				
1.12	Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.				
1.13	Is responsible for the proper use of the facility, materials, and equipment				
1.14	May plan and/or participate in special projects or proposals, e.g. book fairs				
1.15	Trains and supervised Library Media Program clerical staff, volunteers, and student helpers.				
1.16	Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.				
1.17	Keeps automated catalog current utilizing authority control.				
1.18	Maintains statistical records and shelf list needed to verify collection of the library media center holdings.				
1.19	Makes general repairs, weeds collection, and takes annual inventory.				
1.20	Makes the library media center and its resources accessible to students and faculty.				
1.21	Facilitates the circulation of materials among schools in the district or with other agencies.				
1.22	Provides the resources and promotes recreational reading for the school community.				
1.23	Follows the school's policies and procedures.				
1.24	Promotes compliance with the copyright law.				
1.25	Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.				
1.26	Demonstrates use of resources, including technology				

Supporting Evidence/Comments for Standard One"

STANDARD THREE: Library Media Specialist Demonstrates Proficiency as Instructional Partner

Outstanding: Collaboratively plans with teachers in the development of curricular units and lessons that incorporate information literacy skill. Assertively seeks opportunities to assist staff and students in the use of the facilities and resources.	Needs Improvement: Seldom assists students and staff in the use of the facility and its resources. Seldom makes facility readily accessible to staff and students. Rarely communicates with students and staff about the facets of the Library Media Program.
Satisfactory: Consistently and effectively assists, trains, and instructs students and staff in the use of the facilities and resources. Readily makes facility and resources available during the school day. Communicates with staff and students about facets of the media program through an effective public relations program.	Unsatisfactory: Discourages the use of the facility and resources through the lack of training and instruction. Inhibits accessibility to facilities and resources through inadequate hours and restrictive policies. Never communicates with staff and students. Does not have a public relations program.

Demonstrators:		O	S	N	U
3.1	Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
3.2	Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.				
3.3	Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
3.4	Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
3.5	Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.				
3.6	Assists faculty in the selection of materials to supplement instruction.				
3.7	Establishes positive rapport with the staff and students.				
3.8	Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.				
3.9	Plan and implements a Library Media Program of library information in collaboration with classroom teachers toward the achievement of the goals in KERA and the academic expectations.				
3.10	Demonstrates effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices.				

Supporting Evidence/Comments for Standard Three

SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

____ Tenured

____ Non-tenured

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ School/Work Site _____

Evaluator _____ Position _____

Ratings

Library Media Standards	Meets	*Does Not Meet
1. Demonstrates Proficiency as Administrator of the Library Media Program		
2. Demonstrates Proficiency as Teacher		
3. Demonstrates Proficiency as Instructional Partner.		
4. Demonstrates Proficiency as Information Specialist		

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below.

1. _____ 2. _____ 3. _____ 4. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: ____ Agree with this summative evaluation _____
Signature Date

____ Disagree with this summative evaluation _____
Signature Date

Evaluator: _____
Signature Date

Opportunities for appeal processes at both the local and state levels are a part of the Fairview Independent Schools District Evaluation Plan

Employment Recommendation to Central Office:

____ Meets library media specialist standards for re-employment

____ Does not meet library media specialist stands for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated I 704 KAAE 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative form.

* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan

GUIDANCE COUNSELOR STANDARDS

Standard 1: Program Management, Research, and Evaluation

The school counselor develops a process and procedure for planning, implementation, and evaluation of a comprehensive developmental program of guidance and counseling. This program should be developed with faculty, staff, administrators, students, parents, school councils, school boards, and community members. It is based on needs assessment, formative evaluation and summative evaluation.

The Counselor understands and knows how to:

- 1.1 Define needs and priorities
- 1.2 Determine objectives.
- 1.3 Communicate with the stakeholders, including school councils, about the design, importance and effectiveness of the program.
- 1.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plan.
- 1.5 Evaluate the program to assure its contribution to the school's mission and goals.
- 1.6 Use information systems and technology.

Standard 2: Developmental Guidance Curriculum

The school counselor provides a developmental, preventive guidance program to all students within the school. This proactive program promotes the mental health necessary for academic success, self-sufficiency and responsible group membership.

The Counselor understands and knows how to:

- 2.1 Assess the developmental need of students.
- 2.2 Address academic expectations and school-to-work initiatives.
- 2.3 Prepare students for successful transitions.
- 2.4 Evaluate the results of the curriculum's impact.
- 2.5 Modify the curriculum as needed to continually meet the needs of students.
- 2.6 Guide individuals and groups of students through the development of educational and career plans.
- 2.7 Provide guidance for maximizing personal growth and development.
- 2.8 Teach the school developmental guidance curriculum.
- 2.9 Assist teachers in the teaching of the guidance curriculum.

Standard 3: Individual/Small Group Counseling

The school counselor uses short-term individual counseling and structured as well as unstructured small group counseling to address mental, physical, and emotional barriers to learning and to help each child learn at high levels.

The Counselor understands and knows how to:

- 3.1 Provide a safe, confidential setting in which students present their needs and concerns.
- 3.2 Promote wellness.
- 3.3 Respond to crises.
- 3.4 Communicate empathy and understanding.
- 3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.

Standard 6: Assessment

The school counselor collaborates with other school and district staff to design and coordinates a testing program that helps students identify their abilities, aptitudes, achievements, and interests.

The counselor understands and knows how to:

- 6.1 Participate in the planning and evaluation of the district/school testing program
- 6.2 Assess, interpret and communicate learning results to students, faculty, parents and community with respect to aptitude, achievement, interests, temperaments and learning styles.
- 6.3 Collaborate with staff concerning assessment of special needs students.
- 6.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
- 6.5 Coordinate student records to ensure the confidentiality of assessment data.
- 6.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 7: Adheres to Professional Standards

The school counselor is a professional who acts within legal and ethical guidelines to accomplish educational purposes.

The counselor understands and knows how to:

- 7.1 Adhere to professional codes of ethics of American Counseling Association, American School Counseling Association, and the Code of Ethics adopted by the Kentucky Education Professional Standards Board.
- 7.2 Adhere to federal/state laws and regulations related to education and child protection.
- 7.3 Adheres to school board policies and administrative procedures.
- 7.4 Demonstrates punctuality and good attendance for all duties.
- 7.5 Be responsible for the on-going professional development.
- 7.6 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
- 7.7 Be knowledgeable of the position statements of the American School Counselor Association.
- 7.8 Identify activities that would be conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

PRE-OBSERVATION FORM

[To be completed by the Guidance Counselor (observee) and observer prior to the classroom observation visit.]

 Guidance Counselor(Observee)
 Level(s)

 Position

 Grade

 Observer

 Position

 Date/Time

.....
 Academic Expectations Targeted #_____ #_____ #_____ #_____

Core Content #'s #_____ #_____ #_____ #_____

Major Lesson (Core Content or Unit of Study)

Assessment(s) Planned for Lesson or Culminating Performance

Special/Unique situations or circumstances of which observer should be aware

Other comments/concerns

Professional Growth (Area of Concentration)

 Observee's Signature

 Date

 Observer's Signature

 Date

Standard 2: Development Guidance Curriculum	
2.1 Assess the developmental need of students.	2.6 Guide individuals and groups of students through the development of educational and career plans.
2.2 Address academic expectations and school-to-work.	2.7 Provide guidance for maximizing personal growth and development.
2.3 Prepare students for successful transitions.	2.8 Teach the school developmental guidance curriculum.
2.4 Evaluate the results of the curriculum's impact.	2.9 Assist teachers in the teaching of the guidance curriculum.
2.6 Modify the curriculum as needed to continually meet the needs of students.	STANDARD 2: (considerations for professional growth plan)

STANDARD 4: Consultation/Collaboration	
4.1 Consult with parents, faculty, staff, administrators, and others to enhance their work with students.	4.6 Interact with school councils, school boards, FRYSC Advisory Councils, and/or school committees.
4.2 Interpret relevant information concerning the development needs of students.	4.7 Facilitate successful communication between and among teachers, parents, teacher and students.
4.3 Reduce barriers to student learning through direct referred services.	4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.
4.4 Facilitate new student integration into the school environment.	4.9 Consult with external community and professional resources.
4.5 Work with teachers to provide support for students in a crisis situation.	STANDARD 4: (Considerations for professional growth plan)

The Counselor understands and know how to:

STANDARD 7: ADHERES TO PROFESSIONAL STANDARDS	
7.1 Adhere to professional codes of ethics of ACA, ASCA, and the Code of Ethics adopted by the Ky. Education Professional Standards Board.	7.5 Be responsible for on-going professional development.
7.2 Adhere to federal/state laws and regulations related to education and child protections.	7.6. Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action
7.3 Adheres to school board policies and administrative procedures.	7.7 Be knowledgeable of the position statements of the American School Counselor Association.
7.4 Demonstrates punctuality and good attendance for all duties.	7.8 Identify activities that would be conflict with the primary role of the school counselor and to advocate for the best practices of the profession.

STANDARD 7. (Considerations for professional growth plan)

The Counselor understands and knows how to:

STANDARD 9: DEMONSTRATES PROFESSIONAL LEADERSHIP	
9.1 Establish priorities for professional growth.	9.4 Implement knowledge and skills acquired through on-going professional development.
9.2 Analyze student performance to help identify professional development needs.	9.5 Modify own professional development plan to improve performance and to promote student learning.
9.3 Solicit input from others in the creation of individual professional development plans.	STANDARD 9. (considerations for professional growth plan)

The Counselor understands and knows how :

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 3: Individual/Small Group Counseling				
3.1 Provide a safe, confidential setting in which students present their needs and concerns.				
3.2 Promote wellness				
3.3 Respond to crises				
3.4 Communicate empathy and understanding.				
3.5 Utilize a broad range of techniques and accepted theories appropriate to school counseling.				
3.6 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).				
3.7 Intervene in problem/conflict situations and conduct follow-up sessions.				
3.8 Respect and nurture the uniqueness of each students				
3.9 Mediate classroom and student conflict				
3.10 Empower students to develop and use their resources.				
Over all rating for Summative Evaluation Form				

The Counselor understands and know how to:

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 4: Consultation/Collaboration				
4.1 Consult with parents, faculty, staff, administrators, and other to enhance their work with students.				
4.2 Interpret relevant information concerning the developmental needs of students.				
4.3 Reduce barriers to student learning through direct referred services.				
4.4 Facilitate new student integration into the school environment.				
4.5 Work with teachers to provide support for students in a crisis situation.				
4.6 Interact with school councils, school boards, FRYSC Advisory Councils, and/or school committee.				
4.7 Facilitate successful communication between and among teachers, parent, teacher and students.				
4.8 Work with teachers and administrators relevant to behavior management to promote and support intervention strategies.				
4.9 Consult with external community and professional resources.				
Overall rating for Summative Evaluation Form				

The Counselor understands and know how:

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 7: Adheres to Professional Standards				
7.1 Adhere to professional codes of ethics of ACA, ASCA, and the Code of Ethics adopted by the KY. Education Professional Standards Board				
7.2 Adhere to federal/state laws and regulations related to education and child protection.				
7.3 Adheres to school board policies and administrative procedures.				
7.4 Demonstrates punctuality and good attendance for all duties				
7.5 Be responsible for the on-going professional development				
7.6 Act in a role that clearly distinguishes him or her from any professional who administers disciplinary action.				
7.7 Be knowledgeable of the position statements of the American School Counselor Association.				
7.8 Identify activities that would be in conflict with the primary role of the school counselor and to advocate for the best practices of the profession.				
Overall rating for Summative Evaluation				
Form				

The Counselor understands and knows how to:

STANDARDS/PERFORMANCE CRITERIA	Performance/Product/Portfolio Ratings (*More than one (1) can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Standard 8: Demonstrates Professional Leadership				
8.1 Build positive relationships within and between school and community.				
8.2 Promote leadership potential in colleagues.				
8.3 Participate in professional organizations and activities.				
8.4 Write and speak effectively.				
8.5 Guides the development of curriculum and instructional material.				
8.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
8.7 Initiates and develops educational projects and programs.				
8.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team member.				
8.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.				
8.10 Write for publication, present at conferences and provide professional development.				
8.11 Work with colleagues to administer an effective learning climate within the school.				
Overall rating for Summative Evaluation				
Form				

SUMMATIVE EVALUATION FOR Guidance Counselor

____ Tenured

____ Non-tenured

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ School/Work Site _____

Evaluator _____ Position _____

Ratings

Guidance Counselor Standards	Meets	*Does Not Meet
1. Program Management, Research and Evaluation		
2. Developmental Guidance Curriculum		
3. Individual/Small Group Counseling		
4. Consultation/Collaboration		
5. Coordination		
6. Assessment		
7. Adheres to Professional Standards		
8. Demonstrates Professional Leadership		
9. Engages in Professional Development		
Overall Rating		

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below.

1. ____ 2. ____ 3. ____ 4. ____ 5. ____ 6. ____ 7. ____ 8. ____ 9. ____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: ____ Agree with this summative evaluation _____
Signature Date

____ Disagree with this summative evaluation _____
Signature Date

Evaluator: _____
Signature Date

Opportunities for appeal processes at both the local and state levels are a part of the Fairview Independent Schools District Evaluation Plan

Employment Recommendation to Central Office:

____ Meets library media specialist standards for re-employment

____ Does not meet library media specialist stands for re-employment

Certified employees must make their appeals to this summative evaluation with the time frame mandated I 704 KAAE 3:345 Sections 7, 8, 9 and the local district plan. The employee is to receive a copy of this summative for* Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan

Selection of the District Evaluation Appeals Panel

The Fairview Independent School District has established a panel to hear evaluation appeals. All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified employees of the District.

The persons receiving the first and second greatest number of votes shall be the elected members of the appeals panel. The third and fourth greatest number of votes shall be the alternates to the panel in the event an elected member cannot serve. One member of the panel is appointed by the Board of Education.

All terms of panel members shall run for two (2) years from July 1 to June 30. Members may be reappointed or reelected.

EVALUATION FOLDER

The evaluator and evaluatee shall set up a school evaluation Folder, which will contain the following:

- ☐ Post-Observation Conference Formative Report Forms;
- ☐ Individual Professional Growth Plan(s);
- ☐ Individual Corrective Action Plan(s) where appropriate
- ☐ Evaluatee or evaluator notes that may have a bearing upon the evaluation process;
- ☐ Summative Conference Form
- ☐ Summative Evaluation for Teachers Form

The above items will constitute the basic information, which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order. At the end of the evaluation cycle, originals of these documents will be placed in the evaluatee's personnel folder at the Central Office.

PROFESSIONAL GROWTH PLAN

704 KAR 3:345 (2)(C) requires the evaluation system to include a professional growth plan for all certified personnel below the level of the district superintendent. This plan must be aligned with specific goals and objective of the school or district improvement plan and must be reviewed annually. The evaluatee and the supervisor should discuss and agree upon a meaningful plan aligned with the school/district plan and suited specifically to enhance and assist the performance of the evaluatee. Exactly when the growth plan originates is determined by the local evaluation plan. Observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals may contribute to the plan's update and revision.

Professional growth activities should be more than a yearly "one-time" event. Each school employee should treat professional development as an on-going process for strengthening techniques, methods, products, and performances.

All administrators, teachers, and other school employees need to acquire and constantly update the skills and knowledge necessary to meet the changes in curriculum, instruction and assessment, which have been mandated by the Kentucky Educational Reform Initiative. Professional development activities are one way of meeting these changes, which are taking place in Kentucky's educational program.

The development of an individual professional growth plan should be one that is meaningful and suited specifically to the needs of the evaluatee. Since tenured teachers are evaluated on a varied cycle, their individual growth plans can be revised or rewritten yearly. Non-tenured teachers and interns growth plans originate during the annual evaluation process.

All professional growth plans must be reviewed annually and maintained as part of the district's personnel files. All employees will develop their individual professional growth plans by aligning them with specific goals and objectives of the school and/or district improvement plans.

Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor.

Identified School/District Improvement Plan Goal and/or Objective

704 (KAR 3:345 (4)(2) (c) states, " The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

Present Professional Development (PD) Stage

(Select one of the following PD stages that matches your personal stage of growth.)

O= Orientation/Awareness

A= Preparation/Application

I= Implementation/Management

R = Refinement/Impact

Is your growth plan individualized to meet particular level or stage of present professional development?

Growth Goal(s) and Objective(s)

Identify the specific goal(s) and objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in Mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goal(s) and objectives(s)?

Procedure and Activities

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

Additional Support

List additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal; Jane Doe, mentor; I.M> Great, resource Teacher.

Expected Impact

Describe the Expected Impact in terms of improved student performance change in teacher practice, or completion of finished product.

Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s).

INSTRUCTIONS FOR COMPLETING THE INDIVIDUAL CORRECTIVE ACTION PLAN

(This plan is to be completed by the evaluator with discussion and assistance from the evaluatee as it relates to a "does-not-meet" rating on any Standard(s) on the summative Evaluation Form.

1. Standard Number.

You need to identify the specific standard(s) from the Summative Evaluation Form that has/have a "does-not-meet" rating assigned.

2. Present Professional Development Stage

You are to select one of the following professional development stages that matches the evaluatee's person stage of growth:

- A = Awareness/Orientation
- P = Preparation/Application
- I = Implementation/Management
- R = Refinement/Impact

3. Growth Objective(s)/Goal(s)

Growth objectives and goals must address the specific standard(s) rated as "does not meet" on the Summative Evaluation Form. The evaluatee and the evaluator are to work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objectives(s)

You need to identify and design specific procedures and activities for the improvement of performance. Be sure to include support personnel when appropriate.

5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods which will be used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

Documentation of reviews, corrective actions, and evaluator's assistance must be provided periodically as they occur to the evaluatee. Evaluators must follow the local district professional development plan and the professional growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

EMPLOYEE INTENSIVE ASSISTANCE PLAN

Each employee of the system is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is in place to provide the employee with additional assistance and supervision to help them to make the necessary changes in their performance to meet district standards. After an employee is on an assistance plan, that employee is allowed time to improve their performance, and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve his/her performance. After observations and the implementation of an assistance growth plan that has made little or no difference in the employee's reaching district standards, the evaluator must make a decision. It is at this time that an evaluator may choose to have the help of an assistance team to work with the employee.

The following steps would take place:

The evaluator would **conference with the employee** and indicates the desire to bring in an assistance team. (If the employee refuses assistance, the evaluator has few options left.)

In collaboration with said employee, a team is mutually selected.

The evaluator, employee, and the team members **meet to discuss the assistance process.**

Each meeting of the team is documented in summary format with **recommendations.**

If the employee, in the judgment of the evaluator makes progress with the team's assistance, then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standards even with the help of an assistance team, then the evaluator must take the necessary steps toward the termination of said employee.

The purpose of the **INTENSIVE ASSISTANCE TEAM** is to provide the employee every possibility to attain the standards of performance of the district.

ANY EMPLOYEE, teacher or administrator, should understand that the request for a assistance team is the district's last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.

ASSISTANCE TEAM LOG OF ACTIVITIES

Employee: _____

Date of Meeting _____

Persons Present:

Summary of Meeting:

Recommendations:

Next Meeting: _____